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ABSTRACT

The purpose of this guide is to provide K-3 teachers with activities which will sensitize students to the needs and concerns of older adults and permit them to develop positive attitudes toward the entire aging process. There are four major sections to the guide, one for each grade level. Each activity revolves around a particular story book available from commercial publishers. To increase student understanding of each book, the guide lists vocabulary and discussion questions which can be used in social studies, math, science, language arts, and art courses. Also included in the guide are discussions of the state of New Jersey's educational goals, standards, and philosophy. (RM)

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TRENTON PUBLIC SCHOOLS
TRENTON, NEW JERSEY

by
Eugene Sadoff

K PLUS EDUCATION IN AGING

A literature approach to the teaching about aging for grades K-3

SP 014 079

March, 1982

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TRENTON PUBLIC SCHOOLS
Trenton, New Jersey

EDUCATION GOALS AND STANDARDS IN THE STATE OF NEW JERSEY

The state educational GOALS shall be the following outcome and process goals and shall be applicable to all public school districts and schools in the state.

Educational Outcome Goals: The public schools in New Jersey shall help every pupil in the state:

1. To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.

2. To acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures and current social issues.

3. To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world.

4. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.

5. To acquire the understanding of and the ability to form responsible relations with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.

6. To acquire job entry level skills and, also, to acquire knowledge necessary for further education.

7. To acquire the capacities for playing satisfying and responsible roles in family life.

8. To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.

9. To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the aesthetic expressions of other people.

10. To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.

TERMS

Goals: "...a written statement of educational aspirations for learner achievement and the educational process stated in general terms. (NJSA 18A:7A-3)

11. To develop an understanding of his/her own worth, abilities, potentialities and limitations.

12. To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

Educational Process Goals: The public schools in New Jersey shall provide:

1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.

2. Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil.

3. Specialized and individualized kinds of educational experiences to meet the needs of each pupil.

4. Opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools.

5. Comprehensive guidance facilities and services for each pupil.

6. An environment in which any competition among pupils is positive.

7. Resources for education, used with maximum efficiency.

8. Teaching staff members of high quality.

9. Diverse forms of constructive cooperation with parents and community groups.

(NJAC 6:8-2.1)

TERMS

NJAC: "New Jersey Administrative Code refers to Title 6, Education, Subtitle B, Commissioner of Education, Chapter 8 - Thorough and Efficient System of Free Public Schools"

State Education Standards

The state educational STANDARDS shall be those procedures set forth in NJAC 6:8-3 and 4 and shall be used for the implementation of a thorough and efficient system of free public schools in accordance with the New Jersey Constitution.

The State Board of Education, after consultation with the commissioner and review by the Joint Committee on the Public Schools, shall, from time to time but at least once every five years, review and update the state goals and standards. NJAC 6:8-2.2 and 2.3.

TERMS

Standards: "...the process and stated levels of proficiency used in determining the extent to which goals are being met." (NJSA 18A:7A-3)

TRENTON PUBLIC SCHOOLS
Trenton, New Jersey

THE TRENTON PUBLIC SCHOOLS EDUCATIONAL GOALS

OUTCOME GOALS:

All students should-

1. develop into adults who can and will participate actively in, learn continually about, and contribute meaningfully to our society and to the community of nations - both as producers and consumers.

2. acquire proficiency in reading, writing, listening, speaking, and computation - the basic skills.

3. acquire basic information concerning the principles of the physical, biological and social sciences.

4. develop an interest in learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change and ethical principles.

5. understand meaningful interpersonal relationships with a wide range of people, respect all people's rights and the rules which protect rights.

6. develop individual interests, abilities, skills and habits for maintenance of good physical and mental health and for vocational and avocational purposes.

7. accept and learn to handle satisfying and responsible roles in family life.

8. develop meaningful self-expression in one or more of the arts and appreciate the aesthetic expression of other people.

PROCESS GOALS:

The school system should-

1. insure that all instruction is meaningful to the present and future needs and/or interests of students (college bound and non-college bound).

2. strive to develop a quality staff capable of creating and implementing a relevant and meaningful curriculum using resources with maximum efficiency.

3. encourage the faculty to be objective and respect the rights and contributions of individual students.

THE TRENTON PUBLIC SCHOOLS EDUCATIONAL GOALS

PROCESS GOALS: (continued)

4. provide an environment which fosters creativity, self-expression and positive competition.

5. provide comprehensive guidance of high quality and educational experience to meet the individual and special needs of every student.

6. involve parents and community groups for constructive cooperation.

Approved 12/13/78
by Board of Education

TRENTON PUBLIC SCHOOLS
Trenton, New Jersey

EDUCATIONAL PHILOSOPHY
of the
Trenton Board of Education

The preamble of the platform of the American Association of School Administrators adopted in 1967, is, we believe, a fitting introduction to the philosophy of education as expressed by the Trenton Board of Education.

"As citizens of the United States of America, we cherish our heritage of freedoms and government under law as expressed in the Declaration of Independence and the Constitution. We regard these freedoms as a sacred trust which imposes upon each of us an obligation to help build a society in which respect for the individual is recognized as the basis of all human rights. In such a society, opportunity is provided for the advancement of the social, educational, economic, political, and spiritual welfare of all the citizens. We believe that free public education in America rests on firm commitments to the recognition of the dignity and worth of each individual, to the preeminence of enlightenment and reason over force or coercion, and to government by the consent of the governed. Further, we believe that free public education provides the principal means for the achievement of these ends by the individual and by the nation."

The Trenton Board of Education affirms that education, as related to the public school system, must begin with the community. The Board members, as representatives of the community, subscribe to what they believe to be a sound philosophy of education as expressed by the following set of beliefs:

1. that school curriculum and educational experiences should be of kind or quality that develops effectively the physical, mental, moral, and spiritual needs* of pupils;

2. that education is best achieved when students become involved in an experience meaningful to their lives and which will help insure the desirable goal of social and personal fulfillment;

3. that educational opportunities should be provided for all children without regard to race, creed, color, sex, national origin, and that all measures necessary to implement laws in this regard should be effectively implemented;

4. that each child should be helped and encouraged to understand the duties and privileges of responsible citizenship as they relate to his or her activities in a world community;

5. that all efforts should be made to see that a meaningful education is provided for all the pupils according to their respective interests and needs in accordance with the demand of an ever-changing society.

EDUCATIONAL PHILOSPHY (cont'd.)
of the
Trenton Board of Education

*The term "spiritual needs" implies an appreciation for and a cultivation of the high ideals and values derived from great religious and philosophical systems. These systems stress such things as: respect for honesty, truth, fair play, teamwork, unselfishness, goodness, respect for elders, respect for teachers, respect for neighbors, and respect for property. These values and ideals are rightly called "spiritual" because they develop from the spirit of the person; and, although "immaterial," they are conductive to the proper well-being of self and community.

COMMITMENT TO ACCOMPLISHMENT

Trenton Board of Education

The Trenton Board of Education, its Superintendent, and its staff, accept the responsibility that a system of accountability demands.

The National School Board Association recognizes the responsibility of local boards to be accountable to students, parents, taxpayers, and the general public.

The Trenton Board of Education, therefore, urges its professional employees and the several divisions of the school system to:

1. identify the educational needs;
2. establish (so nearly as it is possible) specific educational performance objectives;
3. measure student achievements;
4. establish instruments to evaluate teacher and administrative performance.

It must be remembered always that accountability should be based on what we know about child growth and development.

Forward and Philosophy

Law enforcement agencies indicate that many senior citizens in Mercer County are increasingly becoming the victims of juvenile crime. Many of those juveniles apprehended for committing such offenses as purse-snatching, simple breaking and entering, and other minor criminal acts against the elderly, view their conduct as being in the "victimless crime" category.

The Mercer County Office on Aging and the Trenton Board of Education, recognizing the alarming insensitivity that exists among many of our youth and elderly citizens, desire to develop and implement a program that is designed to break down those barriers of misunderstanding and insensitivity.

In order to accomplish this goal, the following objectives have been established in the Trenton Public Schools:

1. To develop a comprehensive curriculum which will sensitize youth in grades K-12 to the process of aging and to the particular needs and concerns of older adults.
2. To provide classroom situations in which the older adult and the student enjoy positive on-going relationships.
3. To evaluate children's attitudes toward the elderly prior to this exposure and again near the end of the school year.
4. To provide in-service training for teachers to make them more aware of the problems encountered by older adults in our society.
5. To provide the necessary preparation which will enable the senior volunteer to work comfortably and effectively with children in a classroom environment.

It is anticipated that this program will significently reduce the barriers of insensitivity and misunderstanding that currently exist between these two important segments of our society. This, in turn, will promote mutual understanding and increased respect and trust.

This curriculum guide is designed for use in grades K-3. It was agreed that in these lower grades, it would be appropriate to deal with the topic of aging through literature. After reviewing hundreds of books, we have chosen five for each grade level which deal most sensitively with older adults and the entire life cycle. This guide provides teachers with sufficient background information to ask the kinds of questions and engage in those activities that will best elicit positive feelings about the elderly and the aging process. By the time students complete third grade, they will have been exposed to twenty books whose main purpose will be to sensitize them to the needs and concerns of older adults and the entire life cycle. This experience will be significantly reinforced by positive association and interactions with elderly program volunteers.

USER'S GUIDE

The purpose of this guide is to provide the teacher with a variety of activities which will sensitize our students to the needs and concerns of older adults and permit them to develop positive attitudes toward the entire aging process.

Included in each discussion guide are suggestions for increasing student understanding of the story, and for evoking appropriate student response. Careful attention was given to maximizing skill utilization in both cognitive and affective areas. Not every activity mentioned may be relevant for your particular class. However, it is hoped that sufficient suggestions have been offered to enable you, the professional, to implement successfully the philosophies of this guide.

If you have any additional questions, comments or suggestions, please communicate them to the Curriculum Coordinator on Aging.

Please Note:
Many of the books that appear under a given grade level can obviously be read and enjoyed in other grades. However, for the sake of continuity, it is important that stories be read (by teacher or students, when possible) in the grade level assigned to them by the committee.

Buckley, Helen E. Grandfather and I New York: Lothrop, Lee and Shepard Books, 1961

Vocabulary

grandfather sister mother brother I dog horse

Discussion Questions

1. Who is holding the dog on the leash?
2. Does your dog bark?
3. Are there squirrels in your neighborhood?
4. What is he feeding the pigeons?
5. Show the picture on page 25. What kind of chair is this? What would happen if the cat's tail got caught? Where did he get the balloon?
6. What are some of the means of transportation you see on page 22: helicopter, bus, train, car, boat. Are feet a means of transportation?
7. What kind of tree is on page 23?
8. What happens after the last picture?
9. Why does grandfather walk slowly? Do you think the boy enjoys walking slowly with grandfather? Brainstorm these positive reasons on a chalkboard.
10. Why do they stop and rest? Elicit positive responses (example) - pet horse, look at nature.
11. Why do some adults always rush? (take large steps going to work)
12. Why is grandfather home? (retired) What does retired mean?
13. How old is the boy? Is he the youngest?
14. Why do mothers hurry? (they rush to get all the work done)
15. How can you be helpful so mother can slow down?
16. Do you think grandfather enjoys taking a slow walk?
17. Would you enjoy going for a slow walk everyday? Where?
18. Do you think grandfather wishes he was younger? Why?
19. Do you think grandfather would walk faster if he were younger?
20. Why do you think they left the rocking chair in a hurry? (dinner was ready)

Grandfather and I (cont'd.)

21. What does your grandfather do? (work - retired)

22. Would you like to be as old as grandfather? Why?

23. What age would you like to be forever?

Math

1. How many swans are in the picture?

2. How old is the boy?

3. Geometric Shapes - What shape are grandfather's glasses?

4. What shape is the object upon which the squirrel is sitting?

5. What shape is the water fountain? How many people are in the story?

6. Make a calendar. Trace months and dates.

7. 1 + 1 + 1 = 3 2 + 1 = 3 3 + 0 = 3

8. How many animals do we see in the book?

Science

1. What time of year is it? How do you know?

2. What kinds of coats do the animals in the story have?

3. Name the animals you see in this story.

Language Arts

Make booklets and label each page with a color. Cut out pictures from magazines and paste on the pages. Example: Color-red -- paste red objects on that page.

Art

Draw pictures of the different way you can travel as shown in this book.

Buckley, Helen Grandmother and I New York: Lothrop, Lee and Shepard Books, 1966

Vocabulary

thinking	when	there	enough	tricks
measles	beside	count	sound	forth

Discussion Questions

1. Do you have a rocking chair?
2. Have you ever sat in a rocking chair?
3. How does it make you feel? (sleepy, relaxed, dreamy, thoughtful)
4. What is a lap?
5. Where does your lap go when you stand up? (disappears)
6. Can you hum?
7. What is grandmother doing to make soft sounds on the floor? (tapping her toe)
8. Can you "share" a seat on a bus or in a car by sitting on grandmother's lap? (yes) demonstrate
9. Why is it especially nice to sit on grandmom's lap? (any older person, if children do not have access to grandparents) Point out the pleasant things that are associated with sitting on a grandmom's lap. Explore difference between being with older person and mothers and fathers -- positive reaction should be developed.
10. When you did not know how to tie your shoes did grandmother help you learn?
11. Does grandmother help you comb your hair?
12. How old do you think the girl is in this story?
13. Who can you hold in your lap? (doll, toy)
14. What does it mean to sit beside someone? (next to)
15. Why is grandfather home? (retired) What does retired mean?
16. Who is driving the car? (the older people) Discuss active things older people can do.
17. Why does grandmother like the rocking chair? (makes her feel good)

Grandmother and I (cont'd.)

To Develop an Understanding that Grandparents Play an Important Role in the Life of Youngsters

Feelings

1. Compare sitting on grandma's lap to sitting with other members of the family - uncle, aunt, etc.

2. What do you think about when you are with grandmother?
3. Is grandmother's lap comfortable? What does "comfortable" mean?

Art

Draw a picture of grandma and you.

Language Arts

1. Distribute magazines. Look for pictures of older people. Cut out and paste to make a collage.

2. Show pictures. What is grandma doing? What color is she wearing? Is your grandma like this? Tell about your picture.

3. Show collage and tell.

4. Rhyming words, sound and round.

Math

1. Laps--How many people sit on a lap? Who has laps? How many laps are in the picture? What happens to your lap when you stand up? Show other meanings of "lap".

2. Game--Sit in each others lap. Musical laps - game - 1's and 2's walk around - 1's sit laps of 2's when music stops.

Safety

Picture of children in car - what is dangerous? Note child standing up.

1. Safety precautions of older people - don't leave toys around - older people don't see as well or move as quickly. Be careful.

Physical Education

Walk slowly as an elderly person does. Walk fast--hop, skip, jump, run

Music

Grandma hums--show how to him. Teach skill of humming.

Homework

Have your grandmother of grandfather to teach you a tune to him.

Gauch, Patricia Lee. Grandpa and Me. Coward, McCann and Geoghegan, Inc., New York 1972.

Vocabulary Words

packing	turrets	storms	squishing	bark
rumble	cottage	spike	puffs	porch
moats	twilight	bluff	grand	dipper
gulls	slap jack	milky way	freighter	meadowlarks
bow	pipers	cardinals	stern	three-prong
goldfinches	clammy	wispy	birch	crickets
scurry	hickory			

1. What time of the year do the grandfather and his grandson like most?

2. What are some of the things that they do together at the beach?

3. Ask students if they have ever enjoyed any of these activities with their grandparents or any older adult.

   Brainstorm, on the chalkboard or verbally, many positive things that can be enjoyed by both generations. Try to draw out personal experiences to use as examples.

4. What do they do after the sun goes down?

5. Why do you think grandpa knows the names of all the birds?

Explore the following theme: Wisdom and Knowledge Grow With Age.

This should lead to a discussion of dignity and respect for older adults. Knowledge gained through a lifetime of experiences is something that children should learn to appreciate and profit from.

6. What happens during the storm?

   Does a storm ever frighten you?

   Who can comfort us during a storm? (grandparent or older adult)

7. What are some of the things grandpa and his grandson enjoy together in the boat?

8. What does the boy like to do at night?

Grandpa and Me

9. What do they do together in bed? Does your grandparent ever tell you stories? Why do older people make such good story tellers?

Art

1. Draw a picture of grandpa and his grandson doing something that they enjoy.

2. Cut out pictures of positive intergenerational experiences.

Role- Playing

Have students act out some of the incidents portrayed in the story. They can take turns being the grandfather.

Language Arts

Have children share positive experience with the class that they have had with older adults.

Math

1. If they spend 2 hours fishing and 2 hours rowing the boat, how many hours are they in the boat?

2. Grandpa has 1 foot in the water and the boy has 2 feet in the water, how many feet are in the water?

3. During the checker game, grandpa has three (3) checkers on the board and the boy has two (2), how many checkers are on the board?

Kirk, Barbara, Grandpa, Me and Our House in the Tree, New York: MacMillan Publishing, 1978.

Vocabulary Words

Nico (boy)	shaking	install
Hudson (dog)	crump	secret code
grandfather	squeezes	Mississippi
hospital	chief builder	humming

Objective: To examine the feelings and problems encountered by older adults and their commonality with feelings of younger people.

Introduction (before reading the story)

Ask the students to bring in pictures from home of family members. (perhaps the teacher would care to, also) Before reading the story, have the pictures shown and experiences shared.

Read the story.

Suggested Discussion Questions

1. Compare some of the events in the story with some of the experiences that students shared in showing their pictures.
2. What happened to grandpa in the story? Talk about the time when the children were sick. How did you feel? How did people treat you? How could you help someone who is ill?
3. How do you think Nico felt when his grandfather came home from the hospital? How did his grandfather feel?
4. What did grandpa help Nico do when he got home from the hospital? How did grandpa feel?
5. What did Nico do for grandpa when they went out again the next day?
6. Grandpa and Nico worked as a team. What were some of the things they did together?
7. Look at the pictures in the book. How do they tell you that grandpa enjoyed doing things with Nico?

Grandpa, Me and Our House in the Tree

Have children relate positive things they may have done or would like to do with older adults. Encourage role-playing - have children take various parts that will depict older persons in a positive way.

Related Activities

1. Make a bulletin board of family pictures that students contribute.

2. Prepare cards, drawings, or poems and send them to a nursing home.

Science

Make a telephone with string as Nico and his grandfather did in the book.

Language Arts

Prepare cards to send to someone in a home. Write a message to them.

Lasky, Kathryn I Have Four Names For My Grandfather Boston: Little, Brown, 1976

Vocabulary

pop	pocket	grandfather	Boston
Denver	finger	yucky	hammers
tickle-pickle	pretend	gramps	grandpa

Introduction Questions (before you read the story)

1. How many of you have a grandfather?
2. What is a grandfather?
3. How old can he be? How young?
4. What does your grandfather look like?
5. What names do you call your grandfather?

Discussion Questions

1. How does Tom enjoy his grandfather?
2. How do they have fun together?
3. Why do older men wear hats more often than younger ones?
4. How does grandfather look to you?
5. How can you tell that he is older than Tom?
6. Can he get around as well as Tom? What are some of the sports he and Tom play together? Discuss other activities that can be shared by young and old alike.
7. Why did Tom have trouble with a hammer and nail? Could grandfather help him?
8. Why could Tom plant flowers better than grandfather?
9. What four names did Tom call his grandfather?

Related Activities

Draw a picture of your grandfather or older man who is a good friend of yours.

Math

Measure hands and feet. Chart and graph for smallest to largest. Discuss sizes.

I Have Four Names for My Grandfather

Language Arts

Describe your grandparent (verbalization).

Art

Illustrate a grandfather.

Role-Playing

Have different children play grandfather. Develop a variety of positive things that can be done by both young adult and older person. Act them out.

Klein, Leonore. How Old is Old? New York: Harvey House, 1967.

Introduction (motivation)

Show pictures of a mayfly, mouse, squirrel, cat, horse, hippopotamus, swan, elephant, man and tortoise. Help students to be able to identify.

Ask: Who is the oldest person you know?

How old do you think the teacher is?

At what age do you become old?

Introduce Vocabulary

mayflies delicate acorns mussel scampers

Suggested Discussion Questions

1. Who was the oldest animal in the story? The youngest?
2. Who was the oldest person in the story?
3. Do you have to be big to be old?
4. Is old the same for everyone? (An older sibling is older to you - he is younger to your parents.)
5. What are some things you can do when you are four? (like Emily)

   How about eight years old? (like Michael)

   How about 16? (like Arnold Appleby)
6. What age would you like to be? Why?

Language Arts

Objective: To understand the meaning of the following phrases used in the book.

a. Bones feel achy and cold.
b. Kick up your heels.
c. As young as you feel
d. Proud head and high stepping feet.
e. Delicate wings and thread-like tails.
f. Tough-skinned, very fat and very ugly.
g. Small as a clam.

How Old is Old?

Through discussion, actions and pictures, have children attempt to verbalize their impressions of the meaning of these phrases. For example, have students illustrate on paper a mayfly with "delicate wings and thread-like tails".

Compare drawings.

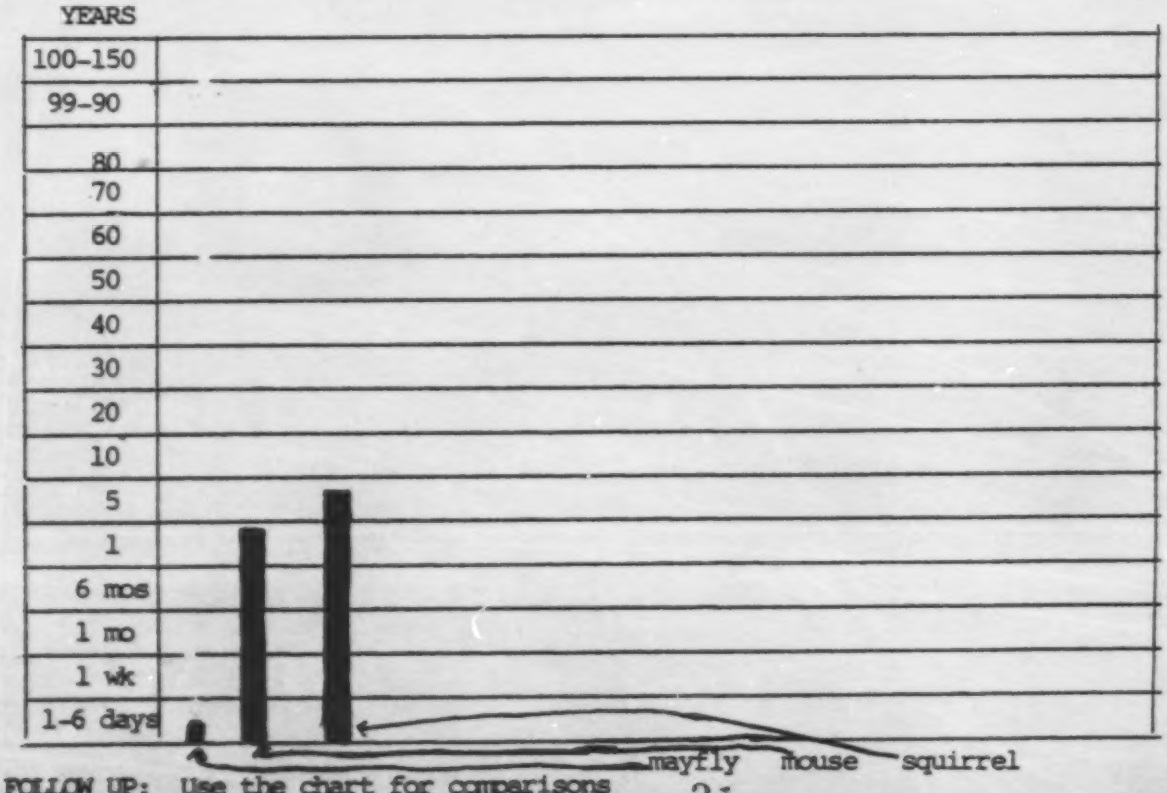
To familiarize students with certain animals and the ages at which they become old, cut out pictures of animals from a magazine and label them. Make a booklet of the pictures. Students can use the book as a reference, and with the help of their teacher, look up other animals' ages in an encyclopedia or dictionary.

Math

Objective: To be able to make a picture graph.

Paste or draw pictures of the animals in the story and graph according to ages.

mayfly 3 days old/ mouse 4 years old/ squirrel 8 years old/ cats and dogs 15 years old/ horse 28 years old/ hippopotamus 40 years old/ swan 45 years old/ elephants 50 years old/ parrots 65 years old/ tortoise 150 years old/ man 80 years/



FOLLOW UP: Use the chart for comparisons

Lasky, Kathryn My Island Grandma New York: Frederick Warne, 1979

Vocabulary

almost	grandmother	tomorrow	island	caves
memory	archer	special	lavender	breathe
remember	enough	sea	edge	stories
mountains				

Discussion Questions

1. Do all grandmothers have to be old? Is this grandmother old?
2. What is meant by the title, My Island Grandma?
3. Name some things Abbey enjoyed doing with her grandma.
4. Name things you can do with an older person.
5. Can you do the same things?
6. What is special about a grandmother?
7. How many of you have grandparents? What are they like?
8. Do you treat grandmothers and grandfathers differently than you treat your parents? Why? How?
9. Where do you think the grandmother lives in the winter?
10. Does being old mean being helpless? Was this grandmother helpless?
11. Who lives with parents? Who lives with grandparents?
12. Did Abbey live with grandmother all the time? How do you know this?

Language Arts

1. Have children write a story about how they spent their summer?
2. Use vocabulary words in sentences relating to older people.
3. Develop discussion of care of pets.
4. Develop discussion of care of old people.
5. List foods that people eat. Bring in a recipe that grandmother made for soup or salad or cookies. Make grandmother's recipes.
6. Put vocabulary words in ABC order, divide into syllables.
7. Have grandmother come in and talk to children about time spent with her grandchildren. She can also make a recipe with the class.

Language Arts (cont'd.)

8. Role-play - baby bear, floating, sitting and talking, and picking blueberries.

9. Assignment - Go out with an older person; observe the sky; discuss pictures made by cloud formation.

Art

Paint pictures of a grandmother and child doing things together that they enjoyed.

Math

1. List real prices of food they used in cooking. Add them together.

2. Teach place value - 1's, 10's, 100's, 1000's etc.

3. Compare a child's age with grandma's age and other members of their family.

Bang, Betsy (translator). The Old Woman and the Rice Thief, New York: William Morrow, 1978.

Vocabulary Words

muri (rice dish)	scorpion	palace	content	raja	thief
walking stick	razor	cowpat	ach-chha	wood-apple	

Introduction

Ask the children if they ever had a thief break into their home. Then tell them "today, we will read a story about an old woman who had a problem with a thief."

Follow-up Questions

1. Why did the old woman want to see the raja? How might the raja have helped her? Who would you go to if you were robbed? How did or would you feel if it happened to you?
2. Did they catch the thief in the story? How did they catch him?
3. Is there any way we could help older people from being robbed? How might it feel to worry about being robbed?
4. Is there anyone in your neighborhood you could go to for help?

Related Activities

1. Invite a police officer to come and speak to the class about how they might help prevent crime.
2. Discuss safety rules. Don't get in cars with strangers. Learn which neighbors you can trust. Make a list of possible helpers; grocer, shopkeeper, postman, good neighbors, etc.

   Emphasize that students cannot prevent an incident. They can help by running for help to the right person.
3. Discuss what a neighborhood might do to prevent crime.

Art

Make a picture about India.

The Old Woman and the Rice Thief

Math

How many animals followed the old woman to the raja?

Role-Play

Class can act out story.

Language Arts

1. A _____ _____ is used for walking.
2. Muri is a dish of _____.
3. The old woman went to the _____ for help.

Rhymes

What word rhymes with —	thief	chief
	palace	Alice
	ship	hip
	rob	knob
	day	say
	sack	pack

Aliki. The Two of Them, New York: Greenwillow Books, 1979.

Vocabulary

polished	caught	floated	another	sprinkled
blanket	lullabies	brought	cradle	flute
wheeled	unpicked	collected	castle	
tucked	papouli	blossoms	mountains	
learning	bearing	sawdust	suddenly	

Suggested Discussion Questions

1. Do you have a special name for your grandparents?
2. How many people are in your family?
3. What types of things do you enjoy doing together?
4. How do you help older people?
5. How do older people help you?
6. What special things did the grandfather make for his granddaughter?
7. Is this a happy or sad story? Why?
8. Has anyone ever died that you knew?
9. What is a lullaby? Have your grandparents ever sung a lullaby to you?
10. What are some stories your grandparents have shared with you? Tell one to the class.
11. What is sawdust? Why did grandfather sprinkle sawdust on the floor when it rained?
12. What is a cashier?
13. Has anyone ever made something for you like the grandfather made for his granddaughter in the story?
14. Talk about things which older people may do well. Explain why they do them well. What can we learn from this?

The Two of Them

Language Arts

1. Act out how one feels with an older person.

2. Make a list of older people working in the school.

3. Draw a picture of yourself and how you think you would look ten years from now.

4. Teach a lullaby song.

Math

1. Have a student play-act an infant child crawling. Have class time the crawling process.

2. How many characters are in this story?

3. Record ages of other members of the family and arrange them in chronological order.

4. Fill in the missing number.

Social Studies

1. Listen to the news to see if it mentions anything about older people. Report to the class what you have heard.

2. Have a grandmother or grandfather come in and talk to the class about what life was like when they were your age.

Caines, Jeannette Window Wishing New York, NY, 1980

Vocabulary

sneakers	lemonade	vacation	cemetery	bury/buried
birthday	next	cement	mug	purple
green	cook	little	kite	wish
picnic	different	talent	picnic	barefooted

Discussion Questions

1. What is a vacation? Where do you spend your vacations? With whom do you go on vacations? Can you go on vacation other than in the summertime? What is another name for vacation? Trip, visit.

2. Why is grandma wearing sneakers? Does your grandmother wear sneakers? When do you wear sneakers?

3. Who is telling the story? (girl) Who is Bootsie? (boy)

4. Does grandmother liik happy? Do the children? Does grandmother look young?

5. What time of year does it appear to be? Why? If it is warm, why does grandmother wear slacks and a long-sleeved shirt?

6. Where do you walk barefooted? Is it safe? What must you watch out for?

7. What is grandmother making? Do you make lemonade with fresh lemons? How? Compare juice container with watering can.

   Note how carefully the girl is pouring and that she is using two hands.

8. Grandmother has many talents and accomplishments. What are they? What do you put on the end of the hook? Where do you go fishing?

9. Why does grandmother have different color dishes and mix-matched dishes? Has grandma personally saved these for 200 years?

10. What are gingersnaps and sassafras tea? How do they taste? Consider different tastes. Why doesn't grandma like to cook? Does your grandma like to cook? Does she like to fix food for the children?

Discussion Questions — continued

11. What does "yummy" mean? What does it rhyme with? How did grandma let the children help?

12. Why is she using a tea kettle? What are they drinking their tea out of? Compare mugs and cups; teakettle and previous containers.

13. What does "window wishing mean? What does "catolog wishing" mean? Do you do either one? What is grandma looking at? What do you think grandma is wishing she had for fishing?

14. What are "wish days"? Name the days of the week. What do you wish for? What is the girl wishing for? What is the boy wishing for?

15. What are they doing? Do you have picnics? What do you eat on your picnic?

    Note the container grandma is using and the glasses. (compare with previous ones.)

16. Where did they go for the picnic? Why? (Grandpa Ben is buried there, he's part of their lives and they are visiting him.) Have you ever been to a cemetery? What did you see there? If grandma wanted to take you to a cemetery for a picnic, would you want to go?

17. What do they do on Sundays? How are Sundays different? What are the comics? Why does grandma say that she and Orphan Annie are the same age?

18. Why is the next week special? What do you think Bootsie wished for? What do you think grandma wishes for?

19. Do you think you would like a grandmother like the one in the story? Why?

    Discussion should revolve around active and vibrant older adults, using grandmother in the story as role model.

Math

1. How many people are in the picture? How many children? How many adults? 2 + 1 = ?

2. Count the lemons on the table.

Math (cont'd.)

3. How many people are fishing?

4. How many plants?

5. How many make a pair?

6. One cup for each person. Note it is a 1 to 1 relationship. One bike for one person.

7. How many windows are in the building? What shape are the windows; the roofs?

Science

1. Tasting -- lemon, gingersnap, sassafras, cheese, fish.

2. Note plants on windows -- plant seeds. Plants need sun, soil, food, water to grow. What do people need to survive?

Art

1. Draw your wish.

2. Draw your grandmother/grandfather.

3. Draw your favorite vacation place.

4. Cut out magazine pictures of food to make a collage.

5. Draw a picture of what you think your family will be like when you are a grandmother.

Language Arts

1. Use of magazine pictures to categorize food, etc.

2. Beginning sounds -- things that begin with b, g, etc.

3. Rhyming -- fish, plug, cook.

Social Studies

1. Discuss family members and their relationships.

Taylor, Mark A Time for Flowers, Golden Gate Junior Books, San Carlos, California 1967

Vocabulary

garden	miserable	wonders
blazing	flower market	guard
stern	freeway	fields

Discussion Questions

1. What did grandfather talk about to Taro and Michi?
2. Did his talk help to ease their sadness?
3. How does grandfather look to you?
4. Is he an older person? Can you guess his age?
5. How did he help Taro and Michi feel very big?
6. Was he a good story teller? Where had he lived as a boy?
7. Do older people generally tell good stories? Discuss this.
8. Can you imagine what his life was like in a faraway place? (Answers will vary)
9. How did Taro and Michi feel about grandfather? Did they like him for his wisdom? Brainstorm how the experience of older adults can positively affect young people.
10. How did they celebrate the growth of the flower?
11. What things did they enjoy doing together? Discuss similiarities that can be enjoyed by young and old.
12. What unfortunate mishap occurred?
13. How did Michi and Taro feel?
14. What did they do to try to help grandfather? Did he need their help?
15. Did he know of their plan? Would he have agreed with them?
16. How did their plan work?
17. What were father's feelings about their being at the flower market?
18. After all the troubles they had, what did Taro and Michi do with their flowers?

Discussion Questions

19. Was grandfather proud of them?

20. How did they show their happiness?

21. Would grandfather be able to get new glasses?

22. Did you enjoy this story?

23. Would you be willing to work like this for your grandfather's glasses?

24. Can your grandfather dance like Taro's and Michi's grandfather?

Related Activities

1. Language Arts - Have students relate similar incidents wherein older people have lost glasses, broken their walking sticks, etc.

2. Read another story to class about older people in Japan to show how highly respected they are. Should older people be respected more in our country? Discuss this problem.

Math

1. Look in ads for flower prices. Discuss what you think Taro and Michi got for their flowers.

2. What time did they have to leave for the market?

Science

In April, the class can start an indoor flower garden. Select easy to grow and fast growing types.

Art

Make a beautiful floral bouquet on paper.

Goldman, Susan Grandma is Somebody Special, Chicago: Albert Whitman 1976

Vocabulary

cot	balcony	slurp
amber beads	locket	
albums	sip	

Discussion Questions

1. What kind of bed did the little girl have at grandma's house?
2. How do you think the little girl feels about sharing grandma's bedroom?
3. Who was the little girl's picture on the wall at grandma's house?
4. How did the little girl and grandma feel about fire engines?
5. Where was grandma going to take the little girl the next day?
6. Have you ever shared anything with your grandma or an older adult? (elicit positive responses from students)
7. Where did grandma work?
8. What else did grandma do?
9. Why do you think the little girl enjoys wearing grandma's sweater?
10. Who cooks the little girl's favorite food?
11. What are some of the toys grandma keeps at her house?
12. Where does grandma hang the pictures her granddaughter draws?
13. Name some of the other things grandma did with her granddaughter.
14. Do you think you would like to do some of these things with an older person?
15. When will grandma give some of her jewlry to the little girl?
16. Do you think this grandma lives alone? Does she enjoy it?
17. Why do you think this grandma is happy?
18. Why do you think the little girl wants to be at grandma's Brainstorm positive things about being with older people.

Related Activities

1. Objective - Recall, counting to 4, folding paper into 4 parts. Use an 18 x 24 or larger sheet of paper, have students fold into 4 parts. (demonstrate) Number each box vertically from 1 to 4. In each box,

Grandma is Somebody Special

Related Activities (cont'd.)

Illustrate some things the child did with her grandmother.

Language Arts

Objective: Memorization of poem. Put the poem on chalkboard. "Good night, sleep tight see you in the morning light." Have students copy. Point out rhyming words and memorize.

Objective: Recognition and sight words of colors. Show students some of the pictures from the book and list on a chart the names of some of the colors they see. (silver, amber, pink, blue, green, brown, purple, yellow)

Social Studies

Orally discuss what you might see in the city that you don't see in the country.

Art

Draw a picture showing city life. Draw a picture showing life in the country. Compare the two.

Wilson, Christopher A Treasure Hunt, U.S. Department of Health, Education and Welfare 1980

Vocabulary

nursery	dressmaker's dummy	treasure
spied	laden	shavings
plumber	kneading	

Discussion Questions

1. In Leafland, there were many trees planted. Why were these trees planted?
2. Why did the children think the old people did not care for their fruit trees?
3. Do you think Mr. Green felt hurt by the children not waving to him? Why?
4. What was Mr. Green and Mr. Block's plan to win the friendship of the children?
5. Did the children sound excited about the treasure hunt?
6. What made Mrs. Snips smile?
7. Mrs. Snips sews and makes clothes. Whose grandmother sews like Mrs. Snips?
8. Mr. Bun bakes bread? Does anyone's grandmom bake bread? How does it smell when it's baking? Discuss personal experiences.
9. How did the children feel when they found the treasure? What would you have felt if you found a treasure?
10. What can old people help us do?
11. How can young people and old people work together?
12. How did you feel about the ending of the story? Was it a good ending? Why?

    Relate these feelings to older people. This should point out the similiarities that are shared by both young and old.

Related Activities

Discuss these feelings: loneliness, happiness, sadness, fear, love. Have children share their understanding of the above mentioned feelings. What makes them feel: lonely, happy, sad, afraid and loved?

Art

Have children draw a picture of their grandmom or grandpa or anyone old.

Treasure Hunt

Language Arts

Write ten words that describe an old person. If they are negative, explore the myths and puncture them.

Tell about an old person that you know.

Tell how you can help an old person.

Math

1. The tree planted on Jan's first birthday was an apple tree. What number word comes after first? Second

2. What is the opposite of first? Last

3. How many people are in this story?

4. As we go through the book let's count the clues to the treasure hunt. Cardinal numbers _____.

5. Name some shapes pottery could be made into. Round, square, rectangular oval and oblong

6. Name some sizes: tall, long, small, short

Arts

1. Mrs. Potts made mugs and jugs of all shapes and sizes. Draw some mugs and jugs.

2. Make a picture of a tree that could be your birthday tree.

Miles, Miska Annie and the Old One, Boston: Little, Brown and Company 1971

Vocabulary

Navajo	weave	polished
mesa	wrinkles	turquoise
hogan	crisscross	loom
skittered	work	exercises
coyote	strands	creatures

Discussion Questions

1. Can you describe Annie's house? Where was it located? Compare it to your house.
2. What were some of Annie's jobs around the house? What are some jobs you do at home?
3. What time of day did she like best? Why?
4. How did Annie and her grandmother get along? What do you think it feels like to be a grandmother?
5. What things made them laugh?
6. How did Annie know that her grandmother was old? What's wrong with growing old? What's right about growing old?
7. Why did grandmother want Annie to learn to weave?
8. Did Annie want to learn to weave? How did she feel about weaving? What is the value in passing skills down through generations?
9. When did grandmother say she would go to mother earth? What did she mean by "mother earth"?
10. How did Annie feel about grandmother's forthcoming death?
11. What did Annie choose from her grandmother's belongings? Why?
12. How do some old people know when they are going to die? (answers will vary)
13. How did Annie try to keep her mother from finishing the rug? Did any of them work?
14. How did grandmother explain to Annie about why people die?
15. Was Annie angry? How did she feel? How do you think grandmother felt?
16. Do you think Annie understood what her grandmother talked about?

Annie and the Old One

Art

1. Learn to weave on a loom.
2. Draw or make Annie's type of house.
3. Make an Indian design of the Navajo people.

Language Arts

1. Tell or relate this story.
2. Relate in sequence how Annie tried to keep grandmother from going back to mother earth.
3. Describe Annie and grandmother. Talk about their special relationship.

Science

1. Make dried corn. Let fresh ear dry out naturally on windowsill.

Math

1. Discuss grandmother's age. Compare it with the students' grandparents' or great-grandparents' ages.
2. Make a time line using family members.
3. How far is Annie's home from Trenton?

Social Studies

1. Find Annie's state on a map of the United States.
2. Students can learn how Navajo Indians lived in America and what influence they had on life in America.

Udry, Janice May Mary Jo's Grandmother, Chicago: Albert Whitman, 1970

Vocabulary

although	nearest	goose
quite	content	shawl
gazed	squeeze	wrapped
moaned	vegetable	trudged
fainted		

Discussion Questions

1. Where did Mary Jo's grandmother live?
2. Why did she stay there by herself?
3. What did Mary Jo like about visits to grandmother?
4. Do you visit with your grandmother? Does she live near or far away?
5. Should grandparents be left alone?
6. Would you like your grandparents to live with you every day?
7. If your parents were ill, would you like living with your grandparents?
8. Is a telephone a necessary commodity? Will it help to insure one's safety?
9. Be realistic, use common sense for emergencies.
10. Would you like your grandmother to live with you?
11. Would you prefer to stay the age you are or would you like to be older?
12. If you didn't have a grandparent, what would be the advantages of having a pretend grandfather/mother?
13. How do you feel about sharing - car, bed, room?
14. Should grandparents have a motto? (ie) "85 and still alive."
15. What are you going to do for Grandparents' Day? Would you use your allowance to buy her/him/them a gift?
16. Where do you prefer to live - urban, suburban, country? Why?
17. Something you could do for your grandparents: carry packages, cut grass, shovel snow.
18. What made grandmother fall? How long before help arrived?

Math

Use allowance for a present (ei) $2.00 allowance - 50¢ for gift. What is left? Count pages in the book. How many members are in the family? What are their ages? 9+13 add numbers together. If mom is 23 and grandparent is 50, how old was grandparent when mom was born?

Language Arts

Have children write a story on the topic - "If you had a choice between inviting your grandparents (older adults) or your best friend, whom would you invite?" Why? - Discuss positive things that can be done with older adults.

Music

Sing along with grandparents. Have a grandparent come to class and teach songs from his/her youth.

Science

Tell stories about their youth or arts and crafts from their youth. Show their cooking recipes.

Go on nature walks with grandparents. They can point out plants and animals.

Greenfield, Eloise Grandmama's Joy New York, N. Y. 1980

Vocabulary

Rhondy	dialed	plaid
Melissa	microphone	zinnias
audience	alley	

Discussion Questions

1. How many have a grandma like Rhondy who takes care of you? Talk about positive relationships with older people.

2. Grandmama and Rhondy were very close to each other. What happened that made them extra close to each other?

3. Rhondy did her best to cheer her grandmama up? What were some of the nice things she did to make grandmama feel better? Let's list them on this experience chart.

4. What were some of the reasons why Rhondy didn't want to move?

5. What made grandmama feel so sad? How would your grandmother feel if she had to face the same situation? What are some things you would do to cheer your own grandma? Let's make a list and compare your list with Rhondy's?

6. How did Rhondy feel in Grandmama's arms? Discuss positive feelings that take place when an older person hugs us.

7. Do you like the pictures in this book? What do you like about them?

8. The title of the book is Grandmama's Joy. What was Grandmama's Joy?

Fill in the blanks - zinnias microphone plaid audience dialed

1. Rhondy planted _____ for grandmama.

2. Rhondy sang into a make-believe _____.

3. Mrs. Bennett _____ the telephone to call grandmama.

4. Rhondy sang to a make-believe _____.

5. Rhondy tied a _____ tablecloth to her waist.

Math

1. If grandma moved into the house in 1967, how long has she lived there?

2. Grandma was 45 when she moved into the house. How old is she now?

Math (cont'd.)

3. Rhondy is nine. What year did her parents die?

4. How old was grandmama when Rhondy was born?

Art

Draw a picture of grandmama's house and yard with all the nice things in it.

Thomas, Ianthe Hi, Mrs. Mallory New York: Harper and Row 1979

Vocabulary

smack	vanilla wafers	Spanish
fancy	floor board	circulars
onions	splinters	castanets
paw	especially	special
squinch	resident	

Discussion Questions

1. Why did Li'l Bit go to Mrs. Mallory's house every day after school?
2. Why did Li'l Bit say her alphabet from Z to A?
3. How was Li'l Bit able to help Mrs. Mallory? (be specific)
4. How did Mrs. Mallory help Li'l Bit? (be specific)
5. What kind of person was Mrs. Mallory?
6. Describe Mrs. Mallory's house. Why didn't she fix up the house?
7. How did you feel as read the story?
8. How did you feel at the very end?
9. Would you have liked Mrs. Mallory as your special friend? Why?
10. Do you know anyone like Mrs. Mallory?
11. How could you make friends with someone like Mrs. Mallory?
12. Do you think you will be like Mrs. Mallory some day?

Related Activities

Language Arts

1. Write a story telling about the special relationship Li'l Bit had with Mrs. Mallory. Include in the story similiar kinds of relationships that the students may have had with older adults.
2. Break into small groups and have children read their stories to one another. Ask each group to pick the best story and read it to the entire class.

Language Arts (cont'd.)

3. Fill in the blanks

   a. Old _____ was the name of Mrs. Mallory's dog.

   b. Mrs. Mallory and Li'l Bit didn't like wearing _____.

   c. Mrs. Mallory's son was a _____who lived far away.

   d. Instead of glass, Mrs. Mallory's windows were made of _____.

   e. Mrs. Mallory put _____ on Li'l Bit's burn.

Art Project

1. Draw a picture of a house you think you will live in when you get older.
   Use geometric shapes.
   Color the house.

2. Use catalogs to cut out pictures of people. Cover box with pictures of "older people". Use box or container to hold coupons.

Math

1. Write your numbers backward 100 to 1.

2. Give "fake" money to purchase items from circulars.

Sonneborn, Ruth I Love Gram New York: Harper and Row, 1979

Vocabulary

hospital	snuggled	scold
sniffles	perhaps	apartment
nibble	disappeared	my goodness

Discussion Questions

1. What do you call your mother's mother?
2. Do you have grandparents living with you?
3. What did Ellie and Gram do together? Discuss them and point out positive things that can be shared by young and old.
4. Do you have a chore to do at home after school? What do you do?
5. Why would you go to a hospital? Do older people get sick more often than younger people?
6. Does someone take care of you after school? Who? Why do older people take care of children?

Developmental Questions

1. What is the title of this story?
2. Who are the main characters in the story?
3. Why was Ellie afraid to say the word "die?"
4. Who was always home to greet Ellie after school?
5. Was Ellie's teacher a nice person? How do you know?
6. How did she feel about Ellie's gram? How did Ellie feel withoug her gram?

Language Arts

1. Have students do a book report as a group activity on I Love Gram. Discuss concept of author and illustrator.
2. Choose sentences from different parts of the book. Have students write them in sequential order.

Art

1. Draw pictures to accompany the sequential order.
2. Make a family tree and write one sentence to accompany each member. (bulletin board)
3. Make get-well cards for sick people in the hospital.

Math

1. How many streets do you pass when going to school?

2. How many people live in your house?

3. Using a newspaper food ad, make a grocery list of foods needed for that dinner and add total prices together.

Role-Play

1. Dress up in old clothes. Put on makeup, wigs. Act out grandma greeting Ellie when she came from school.

2. Act out Joey and Ellie playing together.

3. Act out Ellie's reaction to gram's going to the hospital.

Newman, H.P. Mr. Jenks London: Help the Aged Education Department 1975

Vocabulary

clambered	delicate	developing
peered	anxious	jeering
football (soccer)	grinning	tottering
trembling	grunted	cautiously
assemble	eagerly	grazed
rheumatism	rascal	gruffly
hastily		

Discussion Questions

1. Why did Mr. Jenks climb up on the wooden box?
2. Do all old people climb on boxes?
3. Do you like to climb on boxes? (if answer is yes, relate common experiences that both youth and older adults can have.)
4. Why did Mr. Jenks want Ian and Paul to play somewhere else?
5. What happened to the shelves Mr. Jenks made?
6. Can you make shelves and carve wood like Mr. Jenks?
7. Why do you think he can do this so well. (Experience, patience, skill, perhaps he was a carpenter.) Point out usefulness of older people and how functional and viable they still can be.
8. What damage did the ball do to Mr. Jenk's property? (Explain concept of personal property and right of citizens not to have their property abused)
9. Why did Mrs. Jenks want to see the boys?
10. Did she treat them well? (How would your parents or neighbors react to having something like this happen to their property?) Point out kindness and understanding shown by Mrs. Jenks and equate it to old people in a positive way.
11. What do you think Mr. Jenks' story was about?
12. Who do you think tells the best stories? Why? (Hopefully, discussion can revolve around older adults.)
13. What happened when Paul tried to hold the shelves for Mr. Jenks?

Discussion Questions (cont'd.)

14. Why do you think Mr. Jenks wanted to help Paul and Ian? Do older people usually want to help children? How can we help older people? Ask class if anyone has ever helped a senior citizen. List on chalkboard various ways suggested by the students, that they can help older people. Discuss these ideas with students.

15. How did Mr. Jenks help them win the fight?

16. What did Mrs. Jenks give them to eat after the fight? Do older people bake well? Allow students to relate personal experiences of older adults cooking and baking well.

17. Who had the best go-cart in the neighborhood?

18. What other projects can we work on with older adults? Brainstorm these projects with students. Perhaps your senior volunteer can work on a joint project with some of the students.

Language Arts

1. Ask the students to write a story explaining what they would have done had the ball broken something they consider special.
Students could share their answers in small groups. The group could choose the best story and read it to the rest of the class.

2. These stories could also be illustrated to add effectiveness.

3. Ditto the following story - ask students to fill in the blanks. Discuss their answers.

The football came over the fence. It hit the _____. Mr. Jenks felt_____. When Paul jumped down, Mr. Jenks_____ at him. Paul was _____ . Paul hurt his _____ Mr. Jenks put a _____on Paul's twisted _____. The two boys who wanted to help Mr. Jenks were _____ and _____ Mr. Jenks yelled at _____ and _____ . At the end of the story, Mr. Jenks, Paul and _____ became good friends.

Math

1. How many people are in this story?

2. If Mr. Jenks is 70 and Paul is 10, how much older is Mr. Jenks than Paul?

Mr. Jenks

Math (cont'd.)

3. Ian is 9 and Dave is 11, Paul is 3 years younger than Dave. How old is Paul?

4. If you add up the three ages, what number do you get?

5. Subtract this number from Mr. Jenks' age, what is the answer?

Newman, H.P. Mrs. Walker at the Seaside London: Help the Aged Education Department 1975

Vocabulary

sighed	cardigan	"British Bulldog"
grumbled	muttered	flinging
supposed	sprinkled	quarrel
breathless	costumes-suits	hoisted
gasped	paddle-play in water	incredible

Discussion Questions

1. Where were the Edwards family going?
2. Do you enjoy going to the seashore?
3. How do you think Mrs. Walker felt watching them get ready? Talk about feelings. Do many old people feel the way Mrs. Walker probably feels? How would you feel if you were watching another family go to the beach and you had to spend the day alone? Compare and contrast feelings of youth with those of older adults. There should be similarity of feelings.
4. How do you think the children felt when Mrs. Walker got in the car? Why?
5. Why was Mrs. Walker excited on the way to the seashore? Discussion should touch upon new things and involve children's excitement at "first time experiences" or infrequent positive exposures. Do older people get out often? What can we do to help them get out more frequently? Use senior volunteer as resource person.
6. What was the beach like?
7. How did the children feel when Mrs. Walker offered to play with them? Why did they feel this way? Discussion should involve old-age sterotypes and how to break them down. eg: Old people are slow - they don't know children's games. They are no fun - they yell a lot, etc.
8. Describe the game "British Bulldog?" Have you ever played a similar type game - was it fun?
9. Why were the three children unhappy after lunch?
10. How did Mrs. Walker help Steven in the beach shop? Has an older person (grandparent, great aunt, etc.) ever helped you in a situation like that? Have children share experiences.
11. What fun activity did everyone in the car enjoy on the ride home. Do. you know any "old" songs? Do older people like to sing songs that you enjoy? Group-singing is a universal activity to be enjoyed by all in a positive way.

Discussion Questions (cont'd.)

12. How did Mrs. Walker help everyone to have a good day. Ask children to talk about spending time with older relatives. Does it help them to have a better day?

13. Why was Mrs. Walker smiling when she fell asleep? Talk about loneliness. Ask students how they would feel if they had to eat lunch alone with no one to talk to. Try separating a child from the rest of the class for a few minutes. Then let the child relate his/her feelings. This analogy should sensitize students to plight of some of the lonely older adults.

Related Activities

1. Talk about feelings - happiness, sadness, loneliness, fear, anger and love, know of no age limits.
   By fostering an understanding of some of the major emotional feelings and by sharing individual feelings, we will learn that these sentiments are fairly universal and we can possibly learn to deal with them.

Objective

1. To examine the major emotional feelings and to discuss shared emotional responses, leading to an understanding of dealing with these emotions and the commonalities held by both young and older adults.

Discussion I

1. Provide large pictures demonstrating emotions as indicated above. Magazines, poster, etc., can be used for this.

2. Discuss each picture individually. Discuss:

   a. How do you think the person in this picture feels?

   b. Why do you think the person feels this way?

   c. What do you think happened to the person in the picture?

   d. Did you ever feel like the person in this picture?

   e. What happened to make you feel that way?

   f. What would make you feel that way?

   g. What could happen to change the way a person feels?

Language Arts

1. Have students write a story about incidents that may have happened to them in which similiar emotions were experienced. This should be a first person presentation and could be fictional if so desired.

Language Arts (cont'd.)

2. Have students supplement their story with drawings or illustrations.

3. Student can share these stories in small groups explaining their particular feeling or emotion expressed in the picture and story.

4. Students can act out a few of the following situations in pantomime and the rest of the class can write a brief sentence as to the situation and the emotion it shows.

   a. I fixed that hole in my favorite shirt and put it on. I felt _____.

   b. After a nice big breakfast with my friend, we decided to go to the park. I felt _____.

   c. I wanted to play a card game, but my friend didn't want to play cards. I felt _____.

   d. My friend said he was going to leave and to see someone else. I felt _____.

   e. I was all alone. I felt _____.

Math

1. How many people were in the car?

2. Who was the youngest child?

3. How many years younger was the youngest child than the oldest child?

4. If you add their ages together, what number do you get?

5. The car's odometer read 75 when they left home and 100 when they arrived at the beach. How far was the beach from home?

TITLE III

Old American's Act of 1965
Mercer County Office on Aging

PROJECT: Trenton Public Schools K-Plus Education in Aging

GRANT AGREEMENT NUMBER: 1110-81

PROJECT DIRECTOR: Mr. Eugene Sadoff